DOCUMENT RESUME

ED 464 895 SP 040 676

TITLE	Delaware Teachers' Desk Reference to Standards and Performance Indicators for Curriculum Planning and Unit Development, 6-8.
INSTITUTION	Delaware State Dept. of Education, Dover.
PUB DATE	1998-00-00
NOTE	120p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Achievement; *Academic Standards; *Curriculum Development; Elementary School Students; Intermediate Grades; Junior High School Students; Junior High Schools; Lesson Plans; Planning; Units of Study
IDENTIFIERS	Delaware; *School Performance Indicators

ABSTRACT

This guide is part of the Delaware Department of Education's ongoing efforts to provide assistance and support to local school districts in their development of a standards-based curriculum. The guide details the essential skills and knowledge that middle school students must attain at each grade level in English language arts, mathematics, science, and social studies; specifies the eligible content for the Delaware Student Testing Program at grade 8; gives district curriculum committees material to help guide the development and revision of curricula; serves as a reference for teachers in planning lessons and developing units; and provides an overview of all performance indicators at each grade level in order to facilitate teachers' planning of disciplinary and interdisciplinary units of study. The performance indicators are presented by discipline. The last section presents a multidiscipline menu of performance indicators by grade. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 464 895

Delaware Teachers' Desk Reference to Standards and Performance Indicators for Curriculum Planning and Unit Development, 6-8

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

V. Woodruff

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

SP 040 676

BEST COPY AVAILABLE

May 1, 1998

Dear Middle School Educator,

The State of Delaware's Department of Education is proud to provide you with this teachers' reference for Standards and Performance Indicators. The material presented here reflects the hard work and commitment of numerous educators who gave their time and applied their expertise to developing a guide to teaching the Standards that all of us will benefit from, especially our students.

It's an exciting and challenging time for everyone in the field of education, a time in which we must take a serious step forward to advance excellence in education. In Delaware, one of the most bold and comprehensive steps toward achieving our goal of improving student learning is the implementation of a rigorous system of standards-based instruction that when put into practice will:

- *improve student achievement* by defining what students should know and be able to do in terms that are specific and translatable to daily classroom practice.
- *provide a common reference point* to ensure that all members of the education system, teachers, administrators, parents, and business people, can effectively focus their resources.
- *foster creativity and local decision-making* with each district or school responsible for choosing how to cluster instructional objectives in the form of performance indicators (either within or across disciplines) and develop teaching units that will ultimately provide students with an instructional path to the Standards.

In the context of this publication the term "pathfinder" refers to those who use the performance indicators to create instruction that directly addresses Delaware's Standards. The Content Standards represent our destination, where we want to take our students. Performance Indicators for each grade represent the steps along the way. How the journey is made, the paths taken, and the tools used to achieve these standards are up to each district's teachers and curriculum coordinators, the true "pathfinders." This desk reference is an essential pathfinder's tool.

A pragmatic look at the use of standards in action tells us we're on the right track. In 1996, Delaware implemented an assessment based on a set of challenging writing standards. Results showed that student's average scores increased in all four grades tested. This is but one clear demonstration of how rigorous standards, when combined with appropriate curriculum and assessment and increased professional development, can improve learning.

We hope you will use this desk reference often as you and your colleagues plan curriculum and develop units of instruction. We expect new and exciting approaches to teaching and learning will be taking place in schools across our state. We would welcome knowing about your successes and challenges as we all work to move Delaware's standards-based reform from vision to reality.

Sincerely,

Dr. Iris T. Metts
Secretary of Education

Dr. Stephen J. Adamowski
Associate Secretary of Education

TEACHERS' DESK REFERENCE

Introduction

This *Teachers' Desk Reference to Standards and Performance Indicators for Curriculum Planning and Unit Development* is part of the Department of Education's ongoing efforts to provide assistance and support to local school districts in their development of a standards-based curriculum.

About this Practical Reference Tool

Inside this binder you'll find useful information that:

- details the essential skills and knowledge that elementary school students must attain at each grade level in English Language Arts, Mathematics, Science, and Social Studies;
- specifies the eligible content for the Delaware Student Testing Program (DSTP) at grade 8;
- gives district curriculum committees material to help guide the development and revision of curricula;
- serves as a reference for teachers in planning lessons and developing units;
- provides an overview of all the Performance Indicators at each grade level in order to facilitate teachers' planning of disciplinary and interdisciplinary units of study.

The Performance Indicators – statements of what students should know and be able to do by the completion of each grade level – are presented by discipline indicated by the tabs: starting with English Language Arts and proceeding with Mathematics, Science, and Social Studies.

The last tabbed section will be of value to grade-level teachers of all subjects. This Unit Development Resource section presents a multidiscipline "menu" of performance indicators by grade. As teachers develop units, it will be easier to make decisions regarding scope and sequence by using this "at-a-glance" resource tool.

The Relationship of Performance Indicators to Assessment

A quality education is based on an orderly and balanced approach to learning – a continuous process in which prior knowledge and increasingly complex skills build to form greater understandings.

To this end, specific performance indicators are provided for each content area at each grade level to show the continuum learning should take over time. For purposes of assessment, "end of grade cluster" expectations will serve as the basis for our Delaware Student Testing Program (DSTP).

The grade-by-grade indicators may be helpful in another way: they may be used by schools and districts to create assessments that will help with promotion/retention decisions.

Our focus on grade-to-grade development helps teachers, students, and parents clearly understand what is needed in terms of performance at various intervals of a child's school experience for students to reach the standards. It can be anticipated that some students will need more time, greater intensity of instruction, and different methods to achieve these goals and that student progress toward the standards will also serve as the basis for each school's "extra time" decisions.

How the Performance Indicators are Presented for Use

In each of the disciplines one or more Content Standards, which provide the basis for curriculum and assessment, are presented on the top page followed by the end-of-cluster expectations that will be measured by the Delaware Student Testing Program (DSTP). The performance indicators related to the standards are on the bottom page. These are written at a level of specificity that allows for their use as instructional objectives in units of instruction. They represent the content of the curriculum that, in the best estimate of the educators who developed them, should be taught to enable students to understand the content and concepts that will be assessed.

The columns have been arranged by consecutive grade levels in a way that permits you to see how the indicators for students in your grade fit into the overall scheme. In addition, the fifth grade indicators have been included for English Language Arts and Mathematics since they represent, in many cases, skills that are sequential in nature. By being able to see what has been and will be taught in grades that precede or follow your own, you'll have information available to guide you in planning units of instruction that support a developmental learning process.

You will notice that columns are separated by dotted lines. The use of dotted lines suggest the option to move certain performance indicators among grades within the 6-8 cluster as district and school curriculum decisions are made.

Just as the indicators for each content area are interrelated and designed to be taught simultaneously, so too they may be related to indicators in other disciplines. That's why you'll find the last tabbed section in this binder helpful; it presents grade-by-grade performance indicators for all four disciplines with a format that helps facilitate an integrated curriculum planning and unit development process.

Performance indicators can be clustered together within content areas as instructional objectives for discipline-based units or clustered across content areas as instructional objectives for interdisciplinary or integrated units.

We hope this information encourages creativity, innovation, and coherence as we pursue the goal of ensuring that all children attain high standards.

CONTRIBUTORS

6-8 Executive Committees

The Department of Education wishes to thank the following individuals who authored the 6-8 performance indicators in each content area. Their many hours of dedicated service have made this Desk Reference to the Standards and Performance Indicators possible.

English Language Arts

Bernie Floriani, Co-Chair
Department of Education
Deborah Panchisin, Co-Chair
Colonial School District
Cookie Bolig
Department of Education
Marina Branner
Smyrna School District
Karen Chaffee
Lake Forest School District
Bob Harrington
Caesar Rodney School District
Linda Poorman
Colonial School District
Mary Roe
University of Delaware
Denise Speicher
Delmar School District
Scott Steedman
Laurel School District
Kate Szegda
Red Clay School District
Missy Waller
Woodbridge School District
Linda Wasko
Capital School District
Dorothy Shelton
Christina School District

Mathematics

Sally Caldwell, Co-Chair
Department of Education
LaVerne Terry, Co-Chair
Christina School District
Linda Barrows
Capital School District
Jan Battaglino
Indian River School District
Peggy Byrem
Colonial School District
Jon Manon
Department of Education
Valerie Maxwell
Appoquinimink School District
Carol Mentzer
Christina School District
Louise Teaf
Red Clay School District
Ann Thurlow
Brandywine School District
Mary Lynn Vincent
Colonial School District
Stacie Zdrojewski
Red Clay School District

Science

Terry Joyner, Co-Chair
Colonial School District
Rachel Wood, Co-Chair
Department of Education
Tammy Averell
Christina School District
Barbara Duch
University of Delaware
Kamela Harbert
Smyrna School District
Frederika Jenner
Red Clay School District
Michelle Kutch
Brandywine School District
Bill Mills
Delmar School District
Randy Redard
Cape Henlopen School District
John Rohlich
Seaford School District
Julie Schmidt
Department of Education
Linda Tjaden
Lake Forest School District
Gina Valania
Appoquinimink School District
Karen Wallace
Caesar Rodney School District
Sandy Wolford
Colonial School District

Social Studies

Harry Hoffer, Co-Chair
Delmar School District
Lewis Huffman, Co-Chair
Department of Education
Donald Ames
Colonial School District
Helen Elliott-O'Brien
Laurel School District
Laurie Engstrom
University of Delaware
Darren Guido
Capital School District
David Jezyk
Christina School District
Margaret Johns
Red Clay School District
Gene Modzelewski
Christina School District
Tammy Morley
Cape Henlopen School District
Myrna Newman
Seaford School District
Steve Newton
Delaware State University
Marge Orendorf
Indian River School District
Patsy Warner
Appoquinimink School District
Jacqui Wilson
Smyrna School District

ACKNOWLEDGMENTS

The Department of Education wishes to thank the following people who contributed to the review, revision and editing of the Performance Indicators in this document. These include the instructional directors of Delaware's 16 middle school districts and lead teachers from each district who facilitated the review process, and members of the Department of Education's assessment and support staffs.

Bob Adams
Pat Ahmed
Kanak Bahtia
Wayne Barton
Joan Bestpitch
Cookie Bolig
James Boyd
Martha Brooks
Sandy Brown
Susan Bunting
Karen Carty
Karen Chaffee
Jean Chodkowski
Holly Craven
Valerie Crockett
Mary Currie
Suzanne Curry
Joanne Czernik
Annie Darden
Mary Degnan
George Denney
James Doney
Jessica Edwards
Jeff Fiedler
Mary Furbush
Sue Gotwals
Andy Greenow
Sheila Griffin
Judy Haller
Anne Hampson
Ilana Harad
Kamela Harbert
Bob Harrington
Lynne Herman
Harry Hoffer
Jill Hounsell
Tina Huff
Regena Izzo
Gene Jones
Liz Joynes
Mary Kaled
Karen Kennedy
John Kreitzer
Maggie Legates
Kay Lewis
Betty Manion
Jon Manon
Mary Martin
Janine McAllvain
Janice McCarthy
Joi McClay
Diane Melson
Tammy Morley
Anita Morrison
Helen Morrow
Ann Mowery
Vicki Murdock
Debbie Panchisin
Diane Payne
Sue Petrucci
Janie Phillips
Linda Poole
Sue Potter
Joann Prewitt
Dawn Quigley
Phyllis Rado
Bud Read
Pam Reed
Julie Rigby
Pat Roy
Julie Schmidt
Stephen Schwartz
Richard Seyler
Barbara Starkey
Robert Sutcliffe
Lee Swayze
Effy Thomas
Ellen Thompson
Melinda Thornton
Betty Torbert
Laura Troxell
Shirley Truitt
Karen Wallace
Missy Waller
Linda Wasko
Susan Whaley
Diane Young

ENGLISH LANGUAGE ARTS

1.3

1.4

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

▼▼▼▼▼▼▼

Written Communication

Writing is a flexible and recursive process that encompasses identifying purposes and audiences, prewriting, drafting, revising, editing, and publishing. The use of a variety of technologies will facilitate this process.

Writers at all grade levels will produce texts that exhibit the following **language conventions**, all of which are consistent with the genre and purpose of the writing:

- **sentence formation**
- **conventions**

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Language Conventions

Grade Five	Grade Six	Grade Seven	Grade Eight
Students will be able to:	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
5.101 recognize words that are misspelled and refer to resources for correction.	6.101 edit words that are misspelled and refer to resources for correction.	7.101 edit words that are misspelled and refer to resources for correction.	8.101 edit words that are misspelled and refer to resources for correction.
5.102 write using an increasing percentage of conventional spelling.	6.102 use conventional spelling and usage.	7.102 use conventional spelling and usage.	8.102 use conventional spelling and usage.
5.103 employ strategies to spell difficult words correctly.	6.103 identify variations from Standard English and refer to resources for standard usage.	7.103 identify variations from Standard English and refer to resources for standard usage.	8.103 identify variations from Standard English and refer to resources for standard usage.
5.104 identify variations from Standard English grammatical structures and refer to resources for correction.	6.104 use complete sentences varied in length and structure.	7.104 use complete sentences varied in length and structure.	8.104 use complete sentences varied in length and structure.
5.105 use complete sentences, varied in length and structure.	6.105 use correct capitalization	7.105 use correct capitalization.	8.105 use correct capitalization.
5.106 capitalize beginning words of sentences, proper nouns, "I," and titles.	6.106 use correct subject-verb agreement and noun-pronoun agreement.	7.106 use correct subject-verb agreement and noun-pronoun agreement.	8.106 use correct subject-verb agreement and noun-pronoun agreement.
5.107 use correct subject-verb agreement and noun-pronoun agreement.	6.107 use commas, apostrophes, quotation marks, colons, and semicolons.	7.107 use correct punctuation.	8.107 use correct punctuation.
5.108 use commas, apostrophes, and quotation marks.	6.108 use consistent verb tense.	7.108 use consistent verb tense.	8.108 use consistent verb tense.
5.109 use compound and complex sentences.			

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, students will be able to write **expressive (author-oriented) texts*** both personal and literary, that

- reveal self-discovery and reflection;
- demonstrate experimentation with techniques which could include dialogue;
- demonstrate experimentation with appropriate modes which could include narration and description;
- ***demonstrate experimentation with rhetorical forms.***

By the end of **grade 8**, students will write **expressive (author-oriented) texts*** both personal and literary, that

- reveal self-discovery and reflection;
- demonstrate experimentation with techniques which could include dialogue;
- demonstrate experimentation with appropriate modes which could include narration and description;
- demonstrate ***a variety of*** rhetorical forms;
- ***demonstrate experimentation with characterizatio and language natural to the piece.***

***Expressive (author-oriented) Texts** – Written or oral communication intended to allow the speaker or writer to reveal his or her own thoughts, beliefs, feelings, etc. Literary expression is included in this purpose as it is often through literary or creative writing that a person finds the vehicle for such self-expression. The text is author-oriented in that the speaker/writer is concerned primarily with expressing his or her own thoughts, with less focus on the needs of or the effect on an audience.

Writers will produce texts that exhibit the following **textual features**, all of which are consistent with expressive writing: **development, organization, style, and word choice.**

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Expressive Writing

Grade Five	Grade Six	Grade Seven	Grade Eight
Students will be able to:	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
5.110 provide an engaging beginning.	6.109 reveal self-discovery and reflection.	7.109 reveal self-discovery and reflection.	8.109 reveal self-discovery and reflection.
5.111 use a consistent organizing structure (e.g., problem/solution, circular, sequence events).	6.110 explore a variety of engaging beginnings, **with teacher assistance.**	7.110 use a variety of engaging beginnings, **with assistance.**	8.110 use a variety of engaging beginnings.
5.112 use well-chosen details to clarify ideas for a reader.	6.111 use appropriate organizing structures.	7.111 use appropriate organizing structures.	8.111 use appropriate organizing structures.
5.113 use appropriate transitions to move through events.	6.112 use well-chosen, elaborated details to clarify ideas for the intended audience.	7.112 use well-chosen, elaborated details to clarify ideas for the intended audience.	8.112 use well-chosen, elaborated details to clarify ideas for the intended audience.
5.114 conclude in a logical, effective way.	6.113 use appropriate transitions.	7.113 use appropriate transitions.	8.113 use appropriate transitions.
5.115 use lively engaged writing, reflective of their voice.	6.114 conclude in a logical, effective way.	7.114 conclude in a logical, effective way.	8.114 conclude in a logical, effective way.
5.116 use varying points of view.	6.115 use engaging writing and vivid word choice reflective of their voice.	7.115 use engaging writing and vivid word choice reflective of their voice.	8.115 use engaging writing and vivid word choice reflective of their voice.
5.117 use dialogue to bring characters to life and advance text.	6.116 use varying points of view.	7.116 use varying points of view.	8.116 use varying points of view.
5.118 experiment with appropriate modes (e.g., narration, description).	6.117 use a range of appropriate techniques (e.g., dialogue, figures of speech).	7.117 use a range of appropriate techniques (e.g., dialogue, figures of speech).	8.117 use a range of appropriate techniques (e.g., dialogue, figures of speech).
5.119 experiment with appropriate use of various types of texts (e.g., personal narrative, memoir, personal vignette, personal essay, imaginative writing).	6.118 experiment with language natural to the piece (e.g., dialect, slang, jargon), **with teacher assistance.**	7.118 experiment with language natural to the piece (e.g., dialect, slang, jargon), **with assistance.**	8.118 experiment with language natural to the piece (e.g., dialect, slang, jargon).
	6.119 experiment with characterization, **with teacher assistance.**	7.119 experiment with characterization, **with assistance.**	8.119 experiment with characterization.
	6.120 experiment with appropriate modes which could include narration and description.	7.120 experiment with appropriate modes which could include narration and description.	8.120 experiment with appropriate modes which could include narration and description.
	6.121 experiment with a variety of rhetorical forms.	7.121 experiment with a variety of rhetorical forms.	8.121 experiment with a variety of rhetorical forms.

5/98 (Skills are cumulative, utilizing grade-appropriate materials.)

21

22

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, students will write **informative (subject-oriented) texts*** that

- address the needs of the audience;
- exhibit appropriate modes which could include description, narration, classification, simple process analysis, and definition;
- conform to the appropriate formats, which could include letters, summaries, messages, and reports;
- ***contain information from primary and secondary sources, avoiding plagiarism.***

By the end of **grade 8**, students will write **informative (subject-oriented) texts*** that

- address the needs of the audience;
- exhibit appropriate modes which could include description, narration, classification, process analysis, definition, ***cause-effect and comparison/contrast***;
- follow the appropriate formats, which could include letters, summaries, messages, reports, ***memos, proposals, resumés, or applications***;
- contain primary and secondary source ***documentation***, avoiding plagiarism.

***Informative (subject-oriented) Texts** - Written or oral communication intended primarily to convey information. The text is subject-oriented in that the focus is on clear and complete communication of ideas rather than on changing the audience's opinion or expressing the speaker/writer's personal feelings or beliefs.

Writers will produce texts that exhibit the following **textual features**, all of which are consistent with informative writing: **development, organization, style, and word choice.**

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Informative Writing

Grade Five	Grade Six	Grade Seven	Grade Eight
Students will be able to:	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
5.120 use written text to share information with a reader.	6.122 use written text to share information with a reader.	7.122 use written text to share information with a reader.	8.122 use written text to share information with a reader.
5.121 maintain a focus on a single topic.	6.123 identify and address the needs of the intended audience.	7.123 identify and address the needs of the intended audience.	8.123 identify and address the needs of the intended audience.
5.122 include well-chosen, accurate, and relevant details.	6.124 maintain focus.	7.124 maintain focus.	8.124 maintain focus.
5.123 elaborate on the topic (e.g., facts, examples).	6.125 incorporate well-chosen, accurate, and relevant details.	7.125 incorporate well-chosen, accurate, and relevant details.	8.125 incorporate well-chosen, accurate, and relevant details.
5.124 use a logical order of presentation (introduction, body, and conclusion).	6.126 elaborate on the topic (e.g., facts, examples).	7.126 elaborate on the topic (e.g., facts, examples).	8.126 elaborate on the topic (e.g., facts, examples).
5.125 use appropriate transitions for coherence.	6.127 use a logical order of presentation (introduction, body, and conclusion).	7.127 use a logical order of presentation (introduction, body, and conclusion).	8.127 use a logical order of presentation (introduction, body, and conclusion).
5.126 use illustrations (e.g., pictures, graphs, maps, diagrams, charts) when applicable to support information.	6.128 use appropriate transitions.	7.128 use appropriate transitions.	8.128 use appropriate transitions.
5.127 paraphrase primary and secondary sources, avoiding plagiarism.	6.129 insert illustrations (e.g., pictures, graphs, maps, diagrams, charts) when applicable to support information.	7.129 insert illustrations (e.g., pictures, graphs, maps, diagrams, charts) when applicable to support information.	8.129 insert illustrations (e.g., pictures, graphs, maps, diagrams, charts) when applicable to support information.
5.128 use various modes (e.g., narration, description, classification, simple process, simple definition).	6.130 maintain an appropriate and consistent style with precise, relevant, and effective word choice, **with teacher assistance.**	7.130 maintain an appropriate and consistent style with precise, relevant, and effective word choice, **with assistance.**	8.130 maintain an appropriate and consistent style with precise, relevant, and effective word choice.
5.129 cite sources, when appropriate.	6.131 use appropriate modes which **could** include description, narration, classification, process analysis, definition, cause-effect, and comparison/contrast.	7.131 use appropriate modes which **could** include description, narration, classification, process analysis, definition, cause-effect, and comparison/contrast.	8.131 use appropriate modes which **could** include description, narration, classification, process analysis, definition, cause-effect, and comparison/contrast.
	6.132 use appropriate formats, which **could** include letters, summaries, messages, reports, and their textual features.	7.132 use appropriate formats, which **could** include letters, summaries, messages, reports, and their textual features.	8.132 use appropriate formats, which **could** include letters, summaries, messages, reports, memos, proposals, resumés, applications, and their textual features.
	6.133 incorporate primary and secondary source documentation, avoiding plagiarism, **with teacher assistance.**	7.133 incorporate primary and secondary source documentation, avoiding plagiarism, **with assistance.**	8.133 incorporate primary and secondary source documentation, avoiding plagiarism.

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, students will write **argumentative and persuasive (audience-oriented) texts*** that

- ***address*** **the needs of the audience;**
- **communicate a clear-cut position on an issue;**
- **support the position with relevant information, which could include personal *and expert* opinions and examples;**
- **exhibit evidence of reasoning.**

By the end of **grade 8**, students will write **argumentative and persuasive (audience-oriented) texts*** that

- **address the needs of the audience;**
- **communicate a clear-cut position on an issue;**
- **support the position with relevant information, which could include personal and expert opinions, examples, *statistics, and data;***
- **exhibit evidence of reasoning.**

***Argumentative and Persuasive (audience-oriented) Texts** - Written or oral communication intended to sway the audience's thinking or action. The text is audience-oriented in that the speaker/writer takes into consideration how best to sway the intended audience (i.e., what information will the audience need to understand the point? What objections to the point might the audience raise—and how can these objections be addressed? What language and/or organizational plan will be most effective with the audience?).

Writers will produce texts that exhibit the following **textual features**, all of which are consistent with persuasive writing: **development, organization, style, and word choice**.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Persuasive Writing

Grade Five

Students will be able to:

5.130 use written text to state and support a position for a reader.

5.131 maintain a focus on a single position.

5.132 support the position with details which could include personal opinions and examples.

5.133 use a logical order of presentation (using inductive or deductive reasoning strategies).

5.134 use convincing language.

5.135 exhibit evidence of clear thinking and reasoning appropriate for the reader.

5.136 select appropriate form (e.g., letters, editorials) for audience.

Grade Six

Students will be able to:

6.134 use written text to state and support a position for the intended audience.

6.135 describe problem clearly establishing a need for solution, **with teacher assistance.**

6.136 state a clear-cut position on an issue.

6.137 develop arguments using relevant details which **could** include valid personal and expert opinions, examples, statistics, and data, **with teacher assistance.**

6.138 use a logical order of presentation to develop the position fully (state position, provide support, and conclude argument).

6.139 demonstrate inductive and deductive reasoning, **with teacher assistance.**

6.140 use convincing language.

6.141 use a variety of persuasive techniques, **with teacher assistance.**

Grade Seven

Students will be able to:

7.134 use written text to state and support a position for the intended audience.

7.135 describe problem clearly establishing a need for solution, **with assistance.**

7.136 state a clear-cut position on an issue.

7.137 develop arguments using relevant details which **could** include valid personal and expert opinions, examples, statistics, and data, **with assistance.**

7.138 use a logical order of presentation to develop the position fully (state position, provide support, and conclude argument).

7.139 demonstrate inductive and deductive reasoning, **with assistance.**

7.140 use convincing language.

7.141 use a variety of persuasive techniques, **with assistance.**

Grade Eight

Students will be able to:

8.134 use written text to state and support a position for the intended audience.

8.135 describe problem clearly establishing a need for solution.

8.136 state a clear-cut position on an issue.

8.137 develop arguments using relevant details which **could** include valid personal and expert opinions, examples, statistics, and data.

8.138 use a logical order of presentation to develop the position fully (state position, provide support, and conclude argument).

8.139 demonstrate inductive and deductive reasoning.

8.140 use convincing language.

8.141 use a variety of persuasive techniques.

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

Speakers demonstrate oral language proficiency in formal and informal speech situations such as conversations, interviews, collaborative group work, oral presentations, public speaking, argumentations, and debate.

By the end of **grade 5**, students will be able to

- **formulate** a message including all essential information,
- **organize** a message appropriately for the specific speech situation,
- **deliver** a message,
  - ***beginning*** to control volume, tone, speed, and enunciation appropriately for the situational context;
  - ***using facial expressions to reinforce the message;***
  - ***maintaining focus;***
  - creating the impression of being secure and comfortable, and in command of the situation;
  - incorporating audio/visual aids when appropriate.
- **respond** to feedback, adjusting volume and speed, ***and answering questions.***

By the end of **grade 8**, students will be able to

- **formulate** a message,
  - including all essential information;
  - ***framing the ideas in situation-appropriate language;***
  - ***analyzing the needs of the audience and modifying the message accordingly.***
- **organize** a message appropriately for the speech situation,
  - ***applying effective patterns of organization to the situational context;***
  - ***using review to aid the audience's comprehension.***
- **deliver** a message,
  - ***adjusting the language to the situational context;***
  - ***controlling*** volume, tone, speed, and enunciation;
  - ***employing nonverbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the audience;***
  - maintaining focus;
  - creating a strong impression of being secure and comfortable, and in command of the situation;
  - incorporating ***a range of*** audio/visual aids when appropriate.
- **respond** to feedback,
  - adjusting volume and speed;
  - answering questions;
  - ***repeating key ideas for clarification.***

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Oral Communication

Grade Five

Students will be able to:

5.137 use oral language for different purposes (inform, persuade, and express self).

5.138 formulate and organize messages appropriate for the audience and the purpose.

5.139 stay on topic.

5.140 summarize main points before or after presentation.

5.141 maintain eye contact with audience.

5.142 use audio/visual aids when appropriate.

5.143 respond to feedback and answer questions.

Grade Six

Students will be able to:

6.142 use oral language for different purposes (inform, persuade, and express self).

FORMULATE A MESSAGE:

6.143 include all essential information, **with teacher assistance.**

6.144 frame ideas.

6.145 identify the needs of the audience.

ORGANIZE A MESSAGE:

6.146 develop and organize content based upon the intended audience and purpose, **with teacher assistance.**

6.147 summarize main points as needed during presentation.

DELIVER A MESSAGE:

6.148 adjust the language based upon the intended audience and purpose, **with teacher assistance.**

6.149 control volume, tone, speed, and enunciation, **with teacher assistance.**

6.150 experiment with nonverbal strategies to reinforce the message and engage the audience.

6.151 maintain focus.

Grade Seven

Students will be able to:

7.142 use oral language for different purposes (inform, persuade, and express self).

FORMULATE A MESSAGE:

7.143 include all essential information, **with assistance.**

7.144 frame ideas in situation-appropriate language, **with assistance.**

7.145 analyze the needs of the audience and modify the message accordingly, **with assistance.**

ORGANIZE A MESSAGE:

7.146 develop and organize content based upon the intended audience and purpose, **with assistance.**

7.147 summarize or repeat main points as needed during presentation.

DELIVER A MESSAGE:

7.148 adjust the language based upon the intended audience and purpose, **with assistance.**

7.149 control volume, tone, speed, and enunciation, **with assistance**.

7.150 experiment with nonverbal strategies to reinforce the message and engage the audience.

7.151 maintain focus.

Grade Eight

Students will be able to:

8.142 use oral language for different purposes (inform, persuade, and express self).

FORMULATE A MESSAGE:

8.143 include all essential information

8.144 frame ideas in situation-appropriate language.

8.145 analyze the needs of the audience and modify the message accordingly.

ORGANIZE A MESSAGE:

8.146 develop and organize content based upon the intended audience and purpose.

8.147 use review to aid the audience's comprehension.

DELIVER A MESSAGE:

8.148 adjust the language to the situational context.

8.149 control volume, tone, speed, and enunciation.

8.150 employ nonverbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the audience.

8.151 maintain focus.

ENGLISH LANGUAGE ARTS STANDARD ONE

Students will use written and oral English appropriate for various purposes and audiences.

END OF CLUSTER EXPECTATIONS

Speakers demonstrate oral language proficiency in formal and informal speech situations such as conversations, interviews, collaborative group work, oral presentations, public speaking, argumentations, and debate.

By the end of **grade 5**, students will be able to

- **formulate** a message including all essential information,
- **organize** a message appropriately for the specific speech situation,
- **deliver** a message,
  - — ***beginning*** to control volume, tone, speed, and enunciation appropriately for the situational context;
  - — ***using facial expressions to reinforce the message;***
  - — ***maintaining focus;***
  - — creating the impression of being secure and comfortable, and in command of the situation;
  - — incorporating audio/visual aids when appropriate.
- **respond** to feedback, adjusting volume and speed, ***and answering questions.***

By the end of **grade 8**, students will be able to

- **formulate** a message,
  - — including all essential information;
  - — ***framing the ideas in situation-appropriate language;***
  - — ***analyzing the needs of the audience and modifying the message accordingly.***
- **organize** a message appropriately for the speech situation,
  - — ***applying effective patterns of organization to the situational context;***
  - — ***using review to aid the audience's comprehension.***
- **deliver** a message,
  - — ***adjusting the language to the situational context;***
  - — ***controlling*** volume, tone, speed, and enunciation;
  - — ***employing nonverbal strategies such as gestures, eye contact, facial expressions to reinforce the message and engage the audience;***
  - — maintaining focus;
  - — creating a strong impression of being secure and comfortable, and in command of the situation;
  - — incorporating ***a range of*** audio/visual aids when appropriate.
- **respond** to feedback,
  - — adjusting volume and speed;
  - — answering questions;
  - — ***repeating key ideas for clarification.***

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Oral Communication

Grade Five	Grade Six	Grade Seven	Grade Eight
	Students will be able to:	**Students will be able to:**	**Students will be able to:**
	DELIVER A MESSAGE (CONTINUED):	**DELIVER A MESSAGE (CONTINUED):**	**DELIVER A MESSAGE (CONTINUED):**
	6.152 create a strong impression of being secure and comfortable, and in command of the situation.	7.152 create a strong impression of being secure and comfortable, and in command of the situation.	8.152 create a strong impression of being secure and comfortable, and in command of the situation.
	6.153 use a variety of audio/visual aids when appropriate.	7.153 incorporate audio/visual aids when appropriate.	8.153 incorporate a range of audio/visual aids when appropriate.
	RESPOND TO FEEDBACK:	**RESPOND TO FEEDBACK:**	**RESPOND TO FEEDBACK:**
	6.154 use explicit cues to adjust volume and speed.	7.154 use explicit cues to adjust volume and speed.	8.154 use explicit cues to adjust volume and speed.
	6.155 answer questions.	7.155 answer questions.	8.155 answer questions.
	6.156 summarize main points before or after presentation.	7.156 repeat key ideas for clarification.	8.156 repeat key ideas for clarification.

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, using appropriate texts, students will be able to

- select and apply efficient, effective decoding and other word recognition strategies to comprehend printed texts.

By the end of **grade 8**, using appropriate texts, students will be able to

- select and apply efficient, effective decoding and other word recognition strategies to comprehend printed texts.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Decoding and Word Recognition Strategies

Grade Five	Grade Six	Grade Seven	Grade Eight
Students will be able to:	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
5.1e1 use a combination of effective, efficient word recognition strategies to comprehend printed text (e.g., context clues, word parts, phonics, analogy).	6.1S7 use a combination of effective, efficient word recognition strategies to facilitate comprehension (e.g., context clues, word parts, phonics, analogy).	7.1S7 use a combination of effective, efficient word recognition strategies to facilitate comprehension (e.g., context clues, word parts, phonics, analogy).	8.1S7 use a combination of effective, efficient word recognition strategies to facilitate comprehension (e.g., context clues, word parts, phonics, analogy).
5.1S5 read appropriate fifth-grade texts fluently (orally).	6.1S8 read appropriate sixth-grade texts fluently (orally).	7.1S8 read appropriate seventh-grade texts fluently (orally).	8.1S8 read appropriate eighth-grade texts fluently (orally).

5/98 (Skills are cumulative, utilizing grade-appropriate materials.)

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, using appropriate texts, students will be able to

- develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by
  - — using context clues to determine the meanings of words;
  - — using reference works, technology, and human resources to learn the meaning of unknown words (e.g., dictionaries, ***thesaurus***, computer software).

By the end of **grade 8**, using appropriate texts, students will be able to

- develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by
  - — using context clues to determine the meanings of words;
  - — using reference works, technology, and human resources to learn the meaning of unknown words (e.g., dictionaries, thesaurus, computer software).

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Vocabulary

Grade Five

Students will be able to:

5.146 use context clues to determine meaning, e.g.,

- read and reread sentences
- use similes or metaphors
- look for definitions in sentences (appositive phrases).

5.147 use reference works (e.g., dictionaries, thesauruses, glossaries, computers, human resources).

5.148 understand synonyms, antonyms, and homonyms.

5.149 use context clues to determine specific meaning of words with multiple definitions (homographs).

Grade Six

Students will be able to:

6.159 use context cues to determine the meaning of words.

6.160 use reference works (e.g., dictionaries, thesauruses, glossaries, technology, human resources.

Grade Seven

Students will be able to:

7.159 use context cues to determine the meaning of words.

7.160 use reference works (e.g., dictionaries, thesauruses, glossaries, technology, human resources.

Grade Eight

Students will be able to:

8.159 use context cues to determine the meaning of words.

8.160 use reference works (e.g., dictionaries, thesauruses, glossaries, technology, human resources).

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the completion of **grade 5**, using appropriate texts, students will be able to:

- self-monitor comprehension while listening, reading, and viewing by
  - generating a purpose for reading, listening, or viewing;
  - assimilating information with prior knowledge to revise predictions and understandings, and to make inferences;
  - taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.

By the completion of **grade 8**, using appropriate texts, students will be able to:

- self-monitor comprehension while listening, reading, and viewing by:
  - generating a purpose for reading, listening, or viewing;
  - assimilating information with prior knowledge to revise predictions and understandings, and to make inferences;
  - taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Self-monitor Comprehension

Grade Five	Grade Six	Grade Seven	Grade Eight
Students will be able to:	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
5.150 set purpose(s) for reading, listening, or viewing, **with teacher assistance**.	6.161 set purpose(s) for reading, listening, or viewing, **with teacher assistance**.	7.161 set purpose(s) for reading, listening or viewing, **with assistance**.	8.161 set purpose(s) for reading, listening, or viewing.
5.151 make and revise predictions.	6.162 make and revise predictions.	7.162 make and revise predictions.	8.162 make and revise predictions.
5.152 self-monitor comprehension (e.g., reread, adjust rate of reading, seek meaning of unknown vocabulary, use think-aloud strategies).	6.163 assimilate information and prior knowledge to make inferences.	7.163 assimilate information and prior knowledge to make inferences.	8.163 assimilate information and prior knowledge to make inferences.
	6.164 self-monitor comprehension, taking appropriate actions (e.g., reread, adjust rate of reading, seek meaning of unknown vocabulary, use think-aloud strategies).	7.164 self-monitor comprehension, taking appropriate actions (e.g., reread, adjust rate of reading, seek meaning of unknown vocabulary, use think-aloud strategies).	8.164 self-monitor comprehension, taking appropriate actions (e.g., reread, adjust rate of reading, seek meaning of unknown vocabulary, use think-aloud strategies).

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will <u>construct</u>, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, using appropriate texts, students will be able to

- demonstrate an overall understanding of oral and printed texts by
  - making and revising predictions as needed;
  - identifying the story elements (e.g., characters, setting, plot);
  - ***identifying and interpreting figurative language and literary devices (e.g., simile, metaphor);***
  - retelling a story or restating an informative text through speaking and/or writing;
  - organizing the important points of the text via summaries, outlines, and/or graphic organizers;
  - identifying the author's purpose;
  - comparing information between and within texts;
  - discriminating between fact and opinion;
  - drawing conclusions;
  - ***accepting or rejecting the validity of the information and giving supporting evidence;***
  - relating the content of the text to real-life situations.

By the completion of **grade 8**, using appropriate texts, students will be able to:

- demonstrate an overall understanding of oral and printed texts by
  - making and revising predictions as needed;
  - identifying the story elements (e.g., characters, setting, plot);
  - identifying and interpreting figurative language and literary devices (e.g., simile, metaphor, ***allusion***);
  - retelling a story or restating an informative text through speaking and/or writing;
  - organizing the important points of the text via summaries, outlines, and/or graphic organizers;
  - identifying the author's purpose;
  - comparing information between and within texts;
  - discriminating between fact and opinion;
  - drawing conclusions;
  - accepting or rejecting the validity of the information and giving supporting evidence;
  - relating the content of the text to real-life situations.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Demonstrate an Overall Understanding of Oral and Printed Texts

Grade Five	Grade Six	Grade Seven	Grade Eight
Students will be able to:	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
5.153 make, revise, and support predictions.	6.165 make, revise, and support predictions.	7.165 make, revise, and support predictions.	8.165 make, revise, and support predictions.
5.154 identify character, setting (time and place), theme, plot, problem/solution, antagonist, and protagonist.	6.166 identify the story elements (e.g., character, setting, theme, plot).	7.166 identify the story elements (e.g., character, setting, theme, plot).	8.166 identify the story elements (e.g., character, setting, theme, plot).
5.155 identify and interpret figurative language and literary devices (e.g., similes, metaphors, personification, point of view).	6.167 identify and interpret figurative language and literary devices (e.g., similes, metaphors, personification, point of view, and allusion).	7.167 identify and interpret figurative language and literary devices (e.g., similes, metaphors, personification, point of view, and allusion).	8.167 identify and interpret figurative language and literary devices (e.g., similes, metaphors, personification, point of view, and allusion).
5.156 retell stories including important details, in oral and written form.	6.168 retell stories including important details in oral and written form.	7.168 retell stories including important details in oral and written form.	8.168 retell stories including important details in oral and written form.
5.157 restate informative texts including important details.	6.169 restate informative texts including important details.	7.169 restate informative texts including important details.	8.169 restate informative texts including important details.
5.158 organize the important points of text using summaries, outlines, or other graphic organizers.	6.170 organize the important points of text using summaries, outlines, or other graphic organizers.	7.170 organize the important points of text using summaries, outlines, or other graphic organizers.	8.170 organize the important points of text using summaries, outlines, or other graphic organizers.
5.159 identify author's purpose.	6.171 identify author's purpose.	7.171 identify author's purpose.	8.171 identify author's purpose.
5.160 compare information within and between texts.	6.172 compare information within and between texts.	7.172 compare information within and between texts.	8.172 compare information within and between texts.
5.161 discriminate between fact and opinion.	6.173 discriminate between fact and opinion.	7.173 discriminate between fact and opinion.	8.173 discriminate between fact and opinion.
5.162 draw conclusions and determine cause-effect.	6.174 draw conclusions and determine cause-effect.	7.174 draw conclusions and determine cause-effect.	8.174 draw conclusions and determine cause-effect.
5.163 accept or reject the validity of information, giving supporting evidence.	6.175 accept or reject the validity of information, giving supporting evidence.	7.175 accept or reject the validity of information, giving supporting evidence.	8.175 accept or reject the validity of information, giving supporting evidence.
5.164 follow oral and written directions	6.176 follow written and oral directions	7.176 follow written and oral directions.	8.176 follow written and oral directions.
5.165 relate content of text to real-life situations.	6.177 relate content of text to real-life situations.	7.177 relate content of text to real-life situations.	8.177 relate content of text to real-life situations.

5/98 (Skills are cumulative, utilizing grade-appropriate materials.)

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, using appropriate texts, students will be able to

- critically analyze and evaluate information and messages through print, speech, and mass media by
  - connecting and synthesizing information from different sources;
  - formulating and expressing opinions;
  - responding to questions requiring critical thinking;
  - drawing conclusions;
  - differentiating between literal and nonliteral meanings;
  - ***recognizing ambiguity in words or expressions;***
  - acknowledging the possibility of a variety of interpretations of the same text;
  - evaluating texts and media presentations for bias and misinformation;
  - ***recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats).***

By the end of **grade 8**, using appropriate texts, students will be able to

- critically analyze and evaluate information and messages through print, speech, and mass media by
  - connecting and synthesizing information ***from many sources;***
  - formulating and expressing opinions;
  - responding to questions requiring critical thinking;
  - drawing conclusions;
  - ***recognizing the impact of nonliteral or figurative words or expressions;***
  - ***recognizing discrepancies between speaker's verbal and nonverbal messages;***
  - explaining ambiguity in words or expressions;
  - acknowledging the possibility of a variety of interpretations of the same text;
  - evaluating texts and media presentations for bias and misinformation;
  - recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats);
  - ***evaluating expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication;***
  - ***evaluating the literary merit of various texts and media presentations.***

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Critically Analyze and Evaluate Information

Grade Five

Students will be able to:

5.166 connect and synthesize information from different sources.

5.167 formulate, express, and support opinions.

5.168 respond to a variety of questions (critical thinking).

5.169 draw conclusions and make inferences.

5.170 differentiate between literal and nonliteral meaning.

5.171 recognize ambiguity in words or expressions.

5.172 acknowledge the possibility of a variety of interpretations for a text.

5.173 evaluate texts and media presentations for bias and misinformation.

5.174 recognize a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., television, advertisements, newspapers, magazines, and catalogues).

Grade Six

Students will be able to:

6.178 connect and synthesize information from different sources.

6.179 formulate, express, and support opinions.

6.180 respond to a variety of questions (critical thinking).

6.181 draw conclusions.

6.182 recognize the impact of nonliteral or figurative words or expressions, **with teacher assistance**.

6.183 recognize discrepancies between speaker's verbal and nonverbal messages, **with teacher assistance**.

6.184 recognize and begin to explain ambiguity in words or expressions.

6.185 acknowledge the possibility of a variety of interpretations of the same text.

6.186 evaluate texts and media presentations for bias and misinformation.

6.187 recognize a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats).

Grade Seven

Students will be able to:

7.178 connect and synthesize information from different sources.

7.179 formulate, express, and support opinions.

7.180 respond to a variety of questions (critical thinking).

7.181 draw conclusions.

7.182 recognize the impact of nonliteral or figurative words or expressions, **with assistance**.

7.183 recognize discrepancies between speaker's verbal and nonverbal messages, **with assistance**.

7.184 recognize and begin to explain ambiguity in words or expressions.

7.185 acknowledge the possibility of a variety of interpretations of the same text.

7.186 evaluate texts and media presentations for bias and misinformation.

7.187 recognize a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats).

Grade Eight

Students will be able to:

8.178 connect and synthesize information from many sources.

8.179 formulate, express, and support opinions.

8.180 respond to a variety of questions (critical thinking).

8.181 draw conclusions.

8.182 recognize the impact of nonliteral or figurative words or expressions.

8.183 recognize discrepancies between speaker's verbal and nonverbal messages.

8.184 explain ambiguity in words or expressions.

8.185 acknowledge the possibility of a variety of interpretations of the same text.

8.186 evaluate texts and media presentations for bias and misinformation.

8.187 recognize a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats).

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, using appropriate texts, students will be able to

- critically analyze and evaluate information and messages through print, speech, and mass media by
  - connecting and synthesizing information from different sources;
  - formulating and expressing opinions;
  - responding to questions requiring critical thinking;
  - drawing conclusions;
  - differentiating between literal and nonliteral meanings;
  - ***recognizing ambiguity in words or expressions;***
  - acknowledging the possibility of a variety of interpretations of the same text;
  - evaluating texts and media presentations for bias and misinformation;
  - ***recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats).***

By the end of **grade 8**, using appropriate texts, students will be able to

- critically analyze and evaluate information and messages through print, speech, and mass media by
  - connecting and synthesizing information ***from many sources;***
  - formulating and expressing opinions;
  - responding to questions requiring critical thinking;
  - drawing conclusions;
  - ***recognizing the impact of nonliteral or figurative words or expressions;***
  - ***recognizing discrepancies between speaker's verbal and nonverbal messages;***
  - explaining ambiguity in words or expressions;
  - acknowledging the possibility of a variety of interpretations of the same text;
  - evaluating texts and media presentations for bias and misinformation;
  - recognizing a variety of persuasive and propaganda techniques and how they are used in a variety of forms (e.g., advertising, campaigns, news formats);
  - ***evaluating expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication;***
  - ***evaluating the literary merit of various texts and media presentations.***

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Critically Analyze and Evaluate Information (continued)

Grade Five	Grade Six	Grade Seven	Grade Eight
	Students will be able to:	**Students will be able to:**	**Students will be able to:**
	6.188 evaluate expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication, **with teacher assistance**.	7.188 evaluate expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication, **with assistance**.	8.188 evaluate expository and technical texts and media presentations for their completeness, accuracy, and clarity of communication.
	6.189 evaluate the literary merit of various texts and media presentations, **with teacher assistance**.	7.189 evaluate the literary merit of various texts and media presentations, **with assistance**.	8.189 evaluate the literary merit of various texts and media presentations.

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, using appropriate texts, students will be able to

- extend meaning by
  - — offering a personal response to texts;
  - — applying information from printed, electronic, and oral texts to complete authentic tasks;
  - — using divergent thinking.

By the end of **grade 8**, using appropriate texts, students will be able to

- extend meaning by
  - — offering a personal response to texts;
  - — applying information from printed, electronic, and oral texts to complete authentic tasks;
  - — using divergent thinking.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Extend Meaning

Grade Five	Grade Six	Grade Seven	Grade Eight
Students will be able to:	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
5.175 offer a personal response to texts.	6.190 offer a personal response to texts.	7.190 offer a personal response to texts.	8.190 offer a personal response to texts.
5.176 apply information from printed, electronic, and oral texts to complete authentic tasks.	6.191 apply information from printed, electronic, and oral texts to complete authentic tasks.	7.191 apply information from printed, electronic, and oral texts to complete authentic tasks.	8.191 apply information from printed, electronic, and oral texts to complete authentic tasks.
5.177 use divergent thinking.	6.192 use divergent thinking.	7.192 use divergent thinking.	8.192 use divergent thinking.

ENGLISH LANGUAGE ARTS STANDARD TWO

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, using appropriate texts, students will be able to

- become aware of the presence and role of the mass media in their lives by
  - — evaluating how electronic, print, and cinematic messages affect them;
  - — recognizing the underlying purposes of media messages (e.g., profit, humanitarianism, support of artistry).

By the end of **grade 8**, using appropriate texts, students will be able to

- ***recognize*** the presence and role of the mass media in their lives by
  - — evaluating how ***the content, techniques, and form*** of electronic, print, and cinematic messages affect them;
  - — ***identifying*** the underlying purposes of media messages (e.g., profit, humanitarianism, support of artistry).

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Presence and Role of the Mass Media

Grade Five	Grade Six	Grade Seven	Grade Eight
Students will be able to:	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
5.178 evaluate how electronic, print, and cinematic messages affect them.	6.193 evaluate how electronic, print, and cinematic messages affect them.	7.193 evaluate how the content, techniques, and form of electronic, print, and cinematic messages affect them.	8.193 evaluate how the content, techniques, and form of electronic, print, and cinematic messages affect them.
5.179 recognize the underlying purposes of media messages (e.g., profit, humanitarianism, support of artistry).	6.194 recognize the underlying purposes of media messages (e.g., profit, humanitarianism, support of artistry).	7.194 identify the underlying purposes of media messages (e.g., profit, humanitarianism, support of artistry).	8.194 identify the underlying purposes of media messages (e.g., profit, humanitarianism, support of artistry).
69			70

ENGLISH LANGUAGE ARTS STANDARD THREE

Students will access, organize, and evaluate information gained by listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the completion of **grade 5**, students will be able to

- **identify, locate, and select** sources of information relevant to a defined need:
  - — **With *teacher guidance***, students will
    1) identify and locate a variety of sources including printed materials, personal interviews, oral reports, forums, and technological forms of information;
    2) use procedures to gather information and ideas.
  - — **Independently**, students will extract information to achieve a specific purpose.

By the completion of **grade 8**, students will be able to:

- **identify, locate, and select** sources of information relevant to a defined need:
  - — **With support from the teacher as a resource and facilitator**, students will
    1) use a variety of sources including printed materials, personal interviews, oral reports, forums, and technological forms of information;
    2) ***develop and use procedures*** to gather information and ideas.
  - — **Independently**, students will extract information relevant to a specific purpose.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Identify, Locate, and Select

Grade Five

With teacher guidance, students will be able to:

5.180 skim materials to develop an overview of content or locate specific information.

5.181 use available electronic databases to access information.

5.182 use procedures to gather data (e.g., note cards, graphic organizers).

Independently, students will be able to:

5.183 construct questions about a topic.

5.184 practice research techniques to obtain information.

Grade Six

With teacher guidance, students will be able to:

6.195 use a variety of sources including printed materials, personal interviews, oral reports, forums, and technological forms of information.

6.196 develop and use procedures to gather and organize information and ideas.

Independently, students will be able to:

6.197 construct questions about a topic.

6.198 practice research techniques to obtain information.

6.199 extract information relevant to a specific purpose.

Grade Seven

With teacher guidance, students will be able to:

7.195 use a variety of sources including printed materials, personal interviews, oral reports, forums, and technological forms of information.

7.196 develop and use procedures to gather and organize information and ideas.

Independently, students will be able to:

7.197 construct questions about a topic.

7.198 practice research techniques to obtain information.

7.199 extract information relevant to a specific purpose.

Grade Eight

With teacher guidance, students will be able to:

8.195 use a variety of sources including printed materials, personal interviews, oral reports, forums, and technological forms of information.

8.196 develop and use procedures to gather and organize information and ideas.

Independently, students will be able to:

8.197 construct questions about a topic.

8.198 practice research techniques to obtain information.

8.199 extract information relevant to a specific purpose.

598 (Skills are cumulative, utilizing grade appropriate materials.)

ENGLISH LANGUAGE ARTS STANDARD THREE

Students will access, organize, and evaluate information gained by listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, students will be able to

- **organize**, manipulate, and express the information and ideas relevant to a defined need:
  - — **With *teacher guidance***, students will
    1) ***develop and follow a process*** for research completion;
    2) use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos, and graphics.
  - — **Independently**, students will present information which is sufficient in quantity and depth to achieve a specific purpose, ***avoiding plagiarism***.

By the end of **grade 8**, students will be able to:

- **organize**, manipulate, and express the information and ideas relevant to a defined need:
  - — **With support from the teacher as a resource and facilitator**, students will
    1) develop and follow a process for research completion,
    2) use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos, and graphics.
  - — **Independently**, students will present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Organize, Manipulate, and Express

Grade Five

With teacher guidance, students will be able to:

5.1185 use the research process
- topic selection (choose and specify)
- focus questions
- research focus areas
- use organizational strategy (e.g., note cards, outlining)
- write rough drafts
- revise and edit
- cite sources
- final copy.

5.1186 use current technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos, and graphics.

Independently, students will be able to:

5.1187 present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.

Grade Six

With teacher guidance, students will be able to:

6.1100 use the research process
- topic selection (choose and specify)
- focus questions
- research focus areas
- use organizational strategy (e.g., note cards, outlining)
- write rough drafts
- revise and edit
- cite sources
- final copy.

6.1101 use current technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos, and graphics.

Independently, students will be able to:

6.1102 present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.

Grade Seven

With teacher guidance, students will be able to:

7.1100 use the research process
- topic selection (choose and specify)
- focus questions
- research focus areas
- use organizational strategy (e.g., note cards, outlining)
- write rough drafts
- revise and edit
- cite sources
- final copy.

7.1101 use current technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos, and graphics.

Independently, students will be able to:

7.1102 present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.

Grade Eight

With teacher guidance, students will be able to:

8.1100 use the research process
- topic selection (choose and specify)
- focus questions
- research focus areas
- use organizational strategy (e.g., note cards, outlining)
- write rough drafts
- revise and edit
- cite sources
- final copy.

8.1101 use current technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos, and graphics.

Independently, students will be able to:

8.1102 present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.

ENGLISH LANGUAGE ARTS STANDARD THREE

Students will access, organize, and evaluate information gained by listening, reading, and viewing.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, students will be able to:

- **evaluate** both sources and information
  - — **With *teacher guidance***, students will
    1) select sources which are authoritative;
    2) analyze sources and information for accuracy, bias, stereotypes, and validity.
  - — **Independently**, students will draw conclusions based upon information relevant to a specific purpose.

By the end of **grade 8**, students will be able to:

- **evaluate** both sources and information
  - — **With support from the teacher as a resource and facilitator**, students will
    1) select sources which are authoritative;
    2) analyze sources and information for accuracy, bias, stereotypes, and validity.
  - — **Independently**, students will
    1) interpret information as appropriate to a specific purpose;
    2) formulate logical conclusions based upon information relevant to a specific purpose.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Evaluate

Grade Five

With teacher guidance, students will be able to:

5.188 establish criteria to use to differentiate between authoritative and nonauthoritative sources.

5.189 analyze sources for accuracy, bias, stereotypes, and validity.

Independently, students will be able to:

5.190 draw conclusions based upon information relevant to a specific purpose.

Grade Six

With teacher guidance, students will be able to:

6.1103 select sources which are authoritative.

6.1104 analyze sources for accuracy, bias, stereotypes, and validity.

Independently, students will be able to:

6.1105 interpret information as appropriate to a specific purpose.

6.1106 formulate logical conclusions based upon information relevant to a specific purpose.

Grade Seven

With teacher guidance, students will be able to:

7.1103 select sources which are authoritative.

7.1104 analyze sources for accuracy, bias, stereotypes, and validity.

Independently, students will be able to:

7.1105 interpret information as appropriate to a specific purpose.

7.1106 formulate logical conclusions based upon information relevant to a specific purpose.

Grade Eight

With teacher guidance, students will be able to:

8.1103 select sources which are authoritative.

8.1104 analyze sources for accuracy, bias, stereotypes, and validity.

Independently, students will be able to:

8.1105 interpret information as appropriate to a specific purpose.

8.1106 formulate logical conclusions based upon information relevant to a specific purpose.

ENGLISH LANGUAGE ARTS STANDARD FOUR

Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, using literature appropriate for age, stage, and interests, students will be able to

- connect their own **experiences** to those of literary characters by
  - explaining the reasons for a character's actions;
  - responding to the sensory, intellectual, and emotional elements of literature;
  - relating to the feelings of characters of varying ages, genders, ***nationalities, races, cultures, religions, and disabilities;***
  - ***identifying with characters based on a clear understanding of motivation;***
  - relating incidents in the text to life's experiences;
  - relating the theme of literary text and media to personal experiences;
  - seeking other literary texts and media as the result of a literary experience.

By the end of **grade 8**, using literature appropriate for age, stage, and interests, students will be able to

- connect their own experiences to those of literary characters by
  - explaining the reasons for a character's actions;
  - responding to the sensory, intellectual, and emotional elements of literature;
  - relating to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities;
  - identifying with characters based on a clear understanding of motivation ***and situation***;
  - relating incidents in the text to life's experiences;
  - relating the theme of literary text and media to personal experiences;
  - seeking other literary texts and media as the result of a literary experience.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Connect with Characters

Grade Five	Grade Six	Grade Seven	Grade Eight
Students will be able to:	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
5.1101 explain the reasons for a character's actions.	6.1107 explain the reasons for a character's actions.	7.1107 explain the reasons for a character's actions.	8.1107 explain the reasons for a character's actions.
5.1102 respond to sensory, intellectual, and emotional elements of literature.	6.1108 respond to sensory, intellectual, and emotional elements of literature.	7.1108 respond to sensory, intellectual, and emotional elements of literature.	8.1108 respond to sensory, intellectual, and emotional elements of literature.
5.1103 understand the feelings of characters of varying ages, genders, races, nationalities, cultures, religions, and disabilities.	6.1109 relate to the feelings of characters of varying ages, genders, races, nationalities, cultures, religions, and disabilities.	7.1109 relate to the feelings of characters of varying ages, genders, races, nationalities, cultures, religions, and disabilities.	8.1109 relate to the feelings of characters of varying ages, genders, races, nationalities, cultures, religions, and disabilities.
5.1104 identify with characters based on a clear understanding of motivation.	6.1110 identify with characters based on a clear understanding of motivation and situation.	7.1110 identify with characters based on a clear understanding of motivation and situation.	8.1110 identify with characters based on a clear understanding of motivation and situation.
5.1105 relate incidents in the text or media to life's experiences.	6.1111 relate incidents in the text or media to life's experiences.	7.1111 relate incidents in the text or media to life's experiences.	8.1111 relate incidents in the text or media to life's experiences.
5.1106 relate the themes of literary text and media to personal experiences.	6.1112 relate the themes of literary text and media to personal experiences.	7.1112 relate the themes of literary text and media to personal experiences.	8.1112 relate the themes of literary text and media to personal experiences.
5.1107 seek other literary texts and media as the result of a literary experience.	6.1113 seek other literary texts and media as the result of a literary experience.	7.1113 seek other literary texts and media as the result of a literary experience.	8.1113 seek other literary texts and media as the result of a literary experience.

ENGLISH LANGUAGE ARTS STANDARD FOUR

Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, using literature appropriate for age, stage, and interests, students will be able to

- respond to literary **text** and media using interpretive, critical, and evaluative processes by
  - making inferences about content, events, characters, setting;
  - recognizing the effect of ***such literary devices as figurative language***, dialogue, and description;
  - ***recognizing the impact of authors' decisions such as word choice and content;***
  - ***recognizing literary merit;***
  - ***understanding*** the differences among genres;
  - ***recognizing the effect of point of view.***

By the end of **grade 8**, using literature appropriate for age, stage, and interests, students will be able to

- respond to literary text and media using interpretive, critical, and evaluative processes by
  - making inferences about content, events, characters, setting, and author's purpose;
  - ***identifying the effect*** of literary devices such as figurative language, allusion, diction, dialogue, description;
  - ***interpreting the impact*** of authors' decisions such as word choice, style, content, and literary elements;
  - recognizing literary merit;
  - understanding the differences among genres and the ***author's intent in choosing a particular genre;***
  - ***identifying the effect*** of point of view.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Respond to Literary Text and Media

Grade Five	Grade Six	Grade Seven	Grade Eight
Students will be able to:	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
5.1198 make inferences about content, events, characters, setting.	6.1114 make inferences about content, events, characters, setting, and author's purpose.	7.1114 make inferences about content, events, characters, setting, and author's purpose.	8.1114 make inferences about content, events, characters, setting, and author's purpose.
5.1199 recognize the effect of literary devices (e.g., figurative language, dialogue, description).	6.1115 identify the effect of literary devices (e.g., word choice, content).	7.1115 identify the effect of literary devices (e.g., word choice, content).	8.1115 identify the effect of literary devices (e.g., word choice, content).
5.1100 recognize the impact of author's decisions (e.g., word choice, content).	6.1116 interpret the impact of authors' decisions such as word choice, style, content, and literary elements.	7.1116 interpret the impact of authors' decisions such as word choice, style, content, and literary elements.	8.1116 interpret the impact of authors' decisions such as word choice, style, content, and literary elements.
5.1101 recognize literary merit.	6.1117 recognize literary merit.	7.1117 recognize literary merit.	8.1117 recognize literary merit.
5.1102 understand the differences among genres.	6.1118 understand the differences among genres.	7.1118 understand the differences among genres and the author's intent in choosing a particular genre.	8.1118 understand the differences among genres and the author's intent in choosing a particular genre.
5.1103 recognize the effect of point of view.	6.1119 identify the effect of point of view.	7.1119 identify the effect of point of view.	8.1119 identify the effect of point of view.

ENGLISH LANGUAGE ARTS STANDARD FOUR

Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

END OF CLUSTER EXPECTATIONS

By the end of **grade 5**, using literature appropriate for age, stage, and interests, students will be able to:

- demonstrate an appreciation for a broad range of culturally diverse literary **texts** and media created by historical, modern, and contemporary authors through:
  - responding to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities;
  - responding to literary texts representative of various historical periods ranging from the ancient world to the present;
  - ***responding to texts representative of world literature.***
- apply knowledge gained from literature as a basis for understanding self and society by:
  - using literature as a resource for shaping decisions;
  - using literature as a resource for understanding social issues.

By the end of **grade 8**, using literature appropriate for age, stage, and interests, students will be able to

- demonstrate an appreciation for a broad range of culturally diverse literary texts and media created by historical, modern, and contemporary authors through
  - responding to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities;
  - responding to literary texts representative of various historical periods ranging from the ancient world to the present;
  - responding to texts representative of world literature.
- apply knowledge gained from literature as a basis for understanding self and society by
  - using literature as a resource for shaping decisions;
  - using literature as a resource for understanding social and political issues.

The areas listed above will serve as the basis for English Language Arts assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Connect Self to Society and Culture

Grade Five	Grade Six	Grade Seven	Grade Eight
Students will be able to:	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
5.1104 respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities.	6.1120 respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities.	7.1120 respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities.	8.1120 respond to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities.
5.1105 respond to literary texts and media representative of various historical periods ranging from the ancient world to the present.	6.1121 respond to literary texts representative of various historical periods ranging from the ancient world to the present.	7.1121 respond to literary texts representative of various historical periods ranging from the ancient world to the present.	8.1121 respond to literary texts representative of various historical periods ranging from the ancient world to the present.
5.1106 respond to texts representative of world literature.	6.1122 respond to texts representative of world literature.	7.1122 respond to texts representative of world literature.	8.1122 respond to texts representative of world literature.
5.1107 use literature as a resource for shaping decisions.	6.1123 use literature as a resource for shaping decisions.	7.1123 use literature as a resource for shaping decisions.	8.1123 use literature as a resource for shaping decisions.
5.1108 use literature as a resource for understanding social issues.	6.1124 use literature as a resource for understanding social issues.	7.1124 use literature as a resource for understanding social issues.	8.1124 use literature as a resource for understanding social issues.

GLOSSARY OF TERMS

English Language Arts Performance Indicators Grades 5-8

A

Audience – the person or persons to whom written or oral communication is addressed. The intended reader or hearer of written or spoken text.

D

Deductive reasoning – process of demonstrating that if certain statements (axioms, postulates, theorems) are accepted as true, then other statements can be shown or proved to follow from them.

Divergent thinking – the ability to elaborate and expand in order to generate new ideas or alternative interpretations of given information.

I

Inductive reasoning – process of observing data, recognizing patterns, and making generalizations from the observations.

M

Mode – a strategy or manner for thinking and developing an idea, e.g.,

- Cause and effect – detailing the connection between a result and the event(s) that preceded it.
- Classification – grouping objects together based on their similarities.
- Comparison – identifying and explaining the similarities present in two subjects (topics).
- Contrast – identifying and explaining the differences between two subjects.
- Definition – identifying the class/category in which an object belongs and then showing (delineating) how the object's unique characteristics distinguish it from other members of the same class/category.
- Description – creating a vivid impression of the topic so the reader can visualize it easily.
- Evaluation – making a value judgment that is supported by evidence.
- Exemplification – using specific illustrations/experiences to clarify the topic.
- Narration – telling a story or telling about an event (real or fictional).
- Process – detailing the steps/stages involved in performing a task or creating a product.

Writers may select one or more of these modes to achieve their purpose.

P

Phoneme – a minimal linguistic unit in spoken language whose replacement can result in a meaning difference, as /p/, /b/ in pin, bin.

Persuasive techniques – techniques used to persuade an audience (e.g., appeal to reason, character, or emotion).

Purpose – the writer's specific intention (i.e., to inform, to persuade, to express self), called "function" by some scholars.

Glossary of Terms

(continued)

R

Reflection – **searching for meaning in experiences - a form of contemplation.**

S

Situational context – **the full spectrum of factors which a speaker must take into consideration when planning and delivering an oral address.**

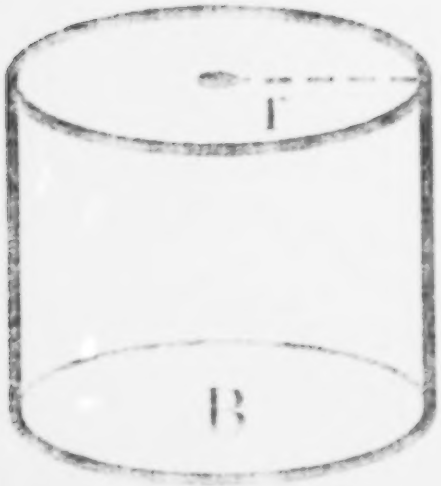
T

Technologies – **devices which include but are not limited to pen, pencil, and paper; audio visual materials; typewriters, word processors, computers, interactive devices, and telecommunications.**

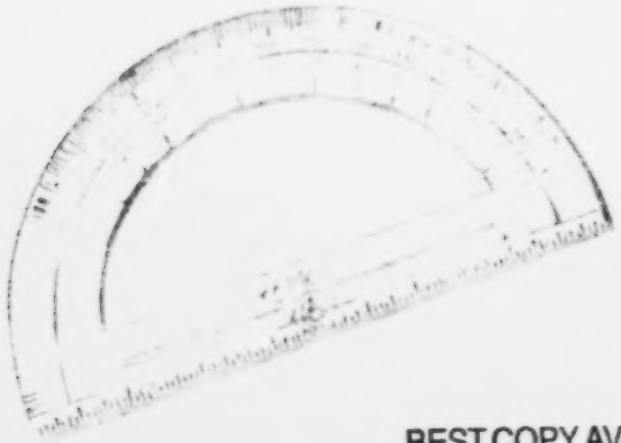
V

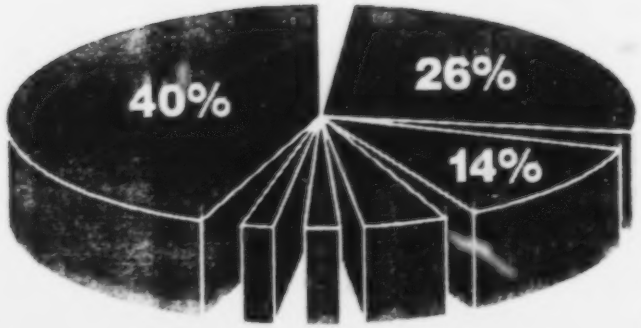
Voice – **the author's personal and distinctive touch, usually reflected in his or her "style." Shel Silverstein writes with "voice."**

MATHEMATICS



$$V = \pi r^2 h$$





BEST COPY AVAILABLE

MATHEMATICS STANDARDS ONE THROUGH FOUR

Mathematical Processes

END OF CLUSTER EXPECTATIONS

MATHEMATICS STANDARD ONE: Students will develop their ability to SOLVE PROBLEMS by engaging in developmentally appropriate problem-solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts; to formulate their own problems; to find solutions to problems from everyday situations; to develop and apply strategies to solve a wide variety of problems; and to integrate mathematical reasoning, communication, and connections.

MATHEMATICS STANDARD TWO: Students will develop their ability to COMMUNICATE MATHEMATICALLY by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing; to translate this information into mathematical language and symbols; to process this information mathematically; and to present results in written, oral, and visual formats.

MATHEMATICS STANDARD THREE: Students will develop their ability to REASON MATHEMATICALLY, by solving problems in which there is a need to investigate significant mathematical ideas in all content areas; to justify their thinking; to reinforce and extend their logical reasoning abilities; to reflect on and clarify their own thinking; to ask questions to extend their thinking and to construct their own learning.

MATHEMATICS STANDARD FOUR: Students will develop their ability to make MATHEMATICAL CONNECTIONS by solving problems in which there is a need to view mathematics as an integrated whole and to integrate mathematics with other disciplines, while allowing the flexibility to approach problems, from within and outside mathematics, in a variety of ways.

The areas listed above will serve as the basis for Mathematics assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Mathematical Processes

Grade Five	Grade Six	Grade Seven	Grade Eight
Students will be able to:	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
5.201 develop and apply strategies to solve problems.	6.201 develop and apply strategies to solve problems.	7.201 develop and apply strategies to solve problems.	8.201 develop and apply strategies to solve problems.
5.202 use mathematical notation and language to explain and defend their thinking.	6.202 use mathematical notation and language to explain and defend their thinking.	7.202 use mathematical notation and language to explain and defend their thinking.	8.202 use mathematical notation and language to explain and defend their thinking.
5.203 make and test conjectures.	6.203 make and test conjectures in a variety of mathematical situations.	7.203 make and test conjectures in a variety of mathematical situations.	8.203 make and test conjectures in a variety of mathematical situations.
5.204 determine if a mathematical solution is reasonable.	6.204 evaluate the reasonableness of the solution in the context of the original situation.	7.204 evaluate the reasonableness of the solution in the context of the original situation.	8.204 evaluate the reasonableness of the solution in the context of the original situation.

MATHEMATICS STANDARD FIVE

Students will develop an understanding of ESTIMATION, MEASUREMENT, and COMPUTATION by solving problems in which there is a need to measure to a required degree of accuracy by selecting appropriate tools and units; to develop computing strategies and select appropriate methods of calculation from among mental math, paper and pencil, calculators, or computers; to use estimating skills to approximate an answer and to determine the reasonableness of results.

END OF CLUSTER EXPECTATIONS

By the completion of **grade 5**, students will be able to:

- estimate and then measure length, perimeter, time, temperature, weight/mass, capacity, and area to the degree of accuracy required using standard and nonstandard units;
- describe the structure and the use of systems of measurement;
- estimate, measure, and compute the perimeter of polygons;
- use algorithms for addition, subtraction, multiplication, and division with understanding;
- use multiple computational procedures to add and subtract fractions and decimals, to multiply fractions, and to divide whole numbers using multidigit divisors;
- estimate, measure, and compute the area of rectangles;
- make estimates before measuring and computing and determine if an estimate is reasonable;
- round decimals as an estimation strategy;
- determine if an estimate is more appropriate than an exact answer;
- make change by counting on and counting back.

By the completion of **grade 8**, students will be able to:

- estimate and then measure angles, circumference, volume, and surface area to the degree of accuracy required using standard and nonstandard units;
- convert measurement units within the same system;
- apply ratios, proportions, and percents to real-life situations;
- compute circumference; areas of triangles, parallelograms, trapezoids, and circles; and surface area and volume of cylinders, triangular and rectangular prisms, and pyramids;
- apply order of operations;
- choose and explain an appropriate method for calculating an answer in a given situation;
- use multiple computational procedures with rational numbers;
- determine if an estimate is an overestimate or an underestimate.

The areas listed above will serve as the basis for Mathematics assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS

Estimation, Measurement, and Computation

Grade Five

Students will be able to:

5.205 compare measurable attributes of perimeter and area.

5.206 select an appropriate standard square unit and use it to cover, count, and compare the area of shapes.

5.207 select an appropriate standard unit and use it to count/fill and compare volume/capacity.

5.208 make change by counting on and counting back.

5.209 use and explain strategies

- to add and subtract fractions
- to add and subtract decimals
- to divide whole numbers using two-digit divisors.

5.210 develop, use, and explain algorithms (rules) for multiplication and division.

5.211 select appropriate methods of calculation from among mental math, paper and pencil, calculators, or computers.

5.212 make estimates before measuring and computing and determine if an estimate is reasonable.

5.213 determine if an estimate is more appropriate than an exact answer.

5.214 round decimals as an estimation strategy.

Grade Six

Students will be able to:

6.205 estimate, measure, and classify angles.

6.206 measure and find the ratio of the circumference and the diameter of circular objects to obtain an estimation of π.

6.207 use physical models to develop formulas for the area of rectangles and triangles.

6.208 demonstrate an understanding of when to use a unit, a square unit, and a cubic unit.

6.209 develop, use, and explain strategies to multiply and divide fractions and decimals.

6.210 apply order of operations including grouping symbols **or** exponents with and without calculators.

6.211 use ratios to solve problems in real-life situations.

6.212 select appropriate methods of calculation from among mental math, paper and pencil, calculators, or computers.

6.213 make estimates before computing with fractions and decimals and determine if the estimate is reasonable.

Grade Seven

Students will be able to:

7.205 use physical models to develop formulas for the circumference of circles and the area of parallelograms and trapezoids.

7.206 use physical models to develop formulas for the volume and surface area of rectangular and triangular prisms.

7.207 demonstrate an understanding of the relationship between the volume of a three-dimensional prism and the area of its base.

7.208 develop, use, and explain strategies

- to add, subtract, multiply, and divide integers
- to compute using percents.

7.209 apply order of operations including grouping symbols **and** exponents with and without calculators.

7.210 use ratios, proportions, and percents to solve problems in real-life situations.

7.211 select appropriate methods of calculation from among mental math, paper and pencil, calculators, or computers.

7.212 make estimates before computing with percents and integers and determine if the estimate is reasonable.

Grade Eight

Students will be able to:

8.205 use physical models to develop formulas for the area of circles.

8.206 use physical models to develop formulas for the volume and surface area of cylinders and pyramids.

8.207 demonstrate an understanding of the relationships between surface area and volume of a three-dimensional figure.

8.208 develop, use, and explain strategies to add, subtract, multiply, and divide rational numbers.

8.209 use proportional reasoning to solve problems.

8.210 select appropriate methods of calculation from among mental math, paper and pencil, calculators, or computers.

8.211 make estimates before computing with rational numbers and determine if the estimate is reasonable.

MATHEMATICS STANDARD SIX

Students will develop NUMBER SENSE by solving problems in which there is a need to represent and model real numbers verbally, physically, and symbolically; to use operations with understanding; to explain the relationships between numbers; to apply the concept of a unit; and to determine the relative magnitude of real numbers.

END OF CLUSTER EXPECTATIONS

By the completion of **grade 5**, students will be able to:

- connect physical, verbal, and symbolic representations of **fractions**, **decimals**, and **whole numbers**;
- decompose and recompose **whole numbers** using all arithmetic operations;
- build **decimal** representations using base ten;
- demonstrate the need for and the connection between **decimals** and **fractions**;
- demonstrate an understanding of order relations for **fractions**, **decimals**, and **whole numbers** using physical, verbal, and symbolic representations;
- examine the relative effect of operations on **whole numbers**, **fractions**, and **decimals**;
- recognize the arbitrary size of a unit and its relationship to **fractional** and **decimal** parts.

By the completion of **grade 8**, students will be able to:

- connect physical, verbal and symbolic representations of **rational numbers**;
- apply multiple representations of numbers: **integers**, **fractions**, **decimals**, **percents**, **exponents**, and **scientific notation**;
- model **integer** representations using manipulatives;
- demonstrate an understanding of order relations for **rational numbers**;
- examine the relative effect of operations on **rational numbers**;
- use various forms of "one" to demonstrate the equivalence of **fractions**.

The areas listed above will serve as the basis for Mathematics assessment items in the Delaware Student Testing Program.

BEST COPY AVAILABLE

PERFORMANCE INDICATORS

Number Sense

Grade Five

Students will be able to:

5.215 connect representations of **decimals**, **fractions**, and **percents** (e.g., concrete materials, drawings or pictures, mathematical symbols).

5.216 use addition and subtraction with **fractions** and **decimals** with understanding.

5.217 show whole/part relationships of common **fractions**, **decimals**, and **percents**.

5.218 demonstrate place value concepts with **decimals**.

5.219 demonstrate an understanding of order relations for **fractions** and for **decimals** using physical, verbal, and symbolic representations.

Grade Six

Students will be able to:

6.214 connect representations of decimals, fractions, and percents (e.g., concrete materials, drawings or pictures, mathematical symbols).

6.215 decompose and recompose **whole numbers** using factors and exponents (e.g., $8 = 2 \bullet 2 \bullet 2 = 2^3$).

6.216 describe and use equivalent relationships among commonly used fractions, decimals, and percents.

6.217 order and compare fractions, decimals, and percents using concrete materials, drawings or pictures, and mathematical symbols.

6.218 predict the results of multiplying or dividing by a positive number less than 1.

6.219 use various forms of "one" to demonstrate the equivalence of **fractions**.

Grade Seven

Students will be able to:

7.213 connect representations of integers (e.g., concrete materials, drawings or pictures, mathematical symbols).

7.214 decompose and recompose **whole numbers** using factors and exponents (e.g., $24 = 2 \bullet 2 \bullet 2 \bullet 3 = 2^3 \bullet 3$).

7.215 describe and use equivalent relationships among fractions, decimals, and percents.

7.216 demonstrate place value using powers of ten.

7.217 demonstrate an understanding of order relations for fractions, decimals, percents, and integers.

7.218 describe the relative effect of operations on integers (e.g., adding two integers can result in a smaller value).

Grade Eight

Students will be able to:

8.212 connect representations of rational numbers (e.g., concrete materials, drawings or pictures, mathematical symbols).

8.213 expand use of powers of 10 to include scientific notation.

8.214 demonstrate an understanding of order relations for **rational numbers**.

8.215 describe the relative effect of operations on **rational numbers** (e.g., adding two rational numbers can result in a smaller value).

MATHEMATICS STANDARD SEVEN

Students will develop an understanding of ALGEBRA by solving problems in which there is a need to progress from the concrete to the abstract using physical models, equations and graphs; to generalize number patterns; and to describe, represent and analyze relationships among variable quantities.

END OF CLUSTER EXPECTATIONS

By the completion of **grade 5**, students will be able to:

- solve equations using methods such as inverse operations, mental math, and guess and check;
- find solutions to inequalities from a given replacement set;
- use letters as variable representations.

By the completion of **grade 8**, students will be able to:

- represent situations with tables, graphs, verbal rules, and equations, and describe the interrelationships of the representations;
- model and solve real-world and mathematical problems using algebraic methods;
- evaluate algebraic expressions and formulas for given values of the variable;
- solve linear equations using concrete, informal, and formal methods;
- solve proportions;
- solve linear inequalities and nonlinear equations using informal methods.

The areas listed above will serve as the basis for Mathematics assessment items in the Delaware Student Testing Program.

BEST COPY AVAILABLE

PERFORMANCE INDICATORS

Algebra

Grade Five

Students will be able to:

5.220 use letters as representations of unknown variable quantities.

5.221 explain how to solve equations.

5.222 find numbers that make inequalities true such as

$$\square < 8$$

or

$$2 + \square < 10.$$

5.223 place and read fractions and decimals on a number line.

5.224 place and read points on a coordinate plane.

Grade Six

Students will be able to:

6.220 connect corresponding situations and graphs.

6.221 use informal methods to model and solve real-world proportional situations (e.g., use a table of equivalent ratios to solve proportional reasoning problems).

6.222 solve one-step linear equations and inequalities using concrete or informal methods.

Grade Seven

Students will be able to:

7.219 connect corresponding situations with graphs, tables, or equations.

7.220 model and solve real-world proportional and linear situations using tables, graphs, or equations.

7.221 solve two-step linear equations and inequalities using concrete, informal, or formal methods.

Grade Eight

Students will be able to:

8.216 describe the interrelationships among tables, graphs, and equations.

8.217 evaluate and apply formulas in a variety of situations.

8.218 model and solve real-world linear situations using tables, graphs, and equations.

8.219 solve multistep equations and inequalities using inverse operations.

MATHEMATICS STANDARD EIGHT

Students will develop SPATIAL SENSE and an understanding of GEOMETRY by solving problems in which there is a need to recognize, construct, transform, analyze properties of, and discover relationships among geometric figures.

END OF CLUSTER EXPECTATIONS

By the completion of **grade 5**, students will be able to:

- visualize, represent, and draw geometric figures (triangle, quadrilaterals, and regular polygons);
- given a net, build three-dimensional figures such as a cube, rectangular prism, cylinder, and square pyramid;
- manipulate and draw polygons using flips, slides, and turns;
- define polygons using their attributes such as number of sides, parallel or perpendicular sides, number of vertices, and classification of angles;
- identify, describe, compare, and classify two-dimensional figures and investigate their relationships.

By the completion of **grade 8**, students will be able to:

- identify, describe, compare, and classify two- and three-dimensional figures;
- use a compass and straight edge as tools for basic geometric constructions;
- investigate and discover geometric relationships through the use of manipulatives, constructions, and computer graphic software;
- create models of nets of three-dimensional figures such as a cube, rectangular prism, cylinder, and square pyramid;
- visualize and draw orthographic projections;
- discover and apply geometric properties and relationships such as congruence, similarity, parallelism, perpendicularity, and symmetry;
- apply geometric properties and relationships to make conjectures.

The areas listed above will serve as the basis for Mathematics assessment items in the Delaware Student Testing Program.

PERFORMANCE INDICATORS
Spatial Sense and Geometry

Grade Five	Grade Six	Grade Seven	Grade Eight
Students will be able to:	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
5.225 compare and classify plane and solid figures using models.	6.223 identify, describe, compare, and classify two- and three-dimensional figures.	7.222 identify, describe, compare, and classify two- and three-dimensional figures in the real world.	8.220 investigate and discover geometric relationships (e.g., the relationship among the number of vertices, edges, and faces of a polyhedron).
5.226 define polygons using their attributes (e.g., number of sides, parallel or perpendicular sides, number of vertices, classification of angles, lines of symmetry).	6.224 investigate, discover, and apply geometric relationships (e.g., the sum of the angles in a closed figure, complimentary angles, supplementary angles).	7.223 investigate, discover, and apply geometric relationships (e.g., the relationships of the measures of angles and sides of triangles and quadrilaterals).	8.221 build three-dimensional objects from two-dimensional representations and draw two-dimensional representations of three-dimensional objects (i.e., orthographic projections).
5.227 investigate and predict how shapes change when combined or subdivided.	6.225 identify two-dimensional representations of a given three-dimensional object.	7.224 build three-dimensional objects from two-dimensional representations and draw two-dimensional representations of three-dimensional objects.	8.222 create models of nets of three-dimensional figures (e.g., cube, rectangular prism, cylinder, square pyramid).
5.228 given a net (template), build three-dimensional figures.	6.226 given a net, build three-dimensional figures (e.g., cube, rectangular prism, square pyramid).	7.225 create models of nets of three-dimensional figures (e.g., cube, rectangular prism, square pyramid).	8.223 discover and demonstrate transformation of scale, size, and proportionality in congruent and similar figures applied on the coordinate plane.
5.229 manipulate and draw polygons using flips, slides, and turns.	6.227 discover and demonstrate that transformations such as reflections (flips), translations (slides), and rotations (turns) maintain congruence.	7.226 discover and demonstrate transformation of scale, size, and proportionality in congruent and similar figures.	8.224 explain geometric relationships in the real world.
5.230 draw plane figures with identified attributes.	6.228 identify geometric relationships in the real world (e.g., parallel lines, supplementary angles).	7.227 describe geometric relationships in the real world.	8.225 use a compass and straight edge to illustrate geometric relationships (e.g., parallel lines, perpendicular lines, perpendicular bisectors of line segments).
	6.229 use a compass and straight edge to illustrate congruence (e.g., congruent line segments, congruent angles, angle bisectors).		